

Predicting with Storytelling

LANGUAGE LEVEL: Any

LANGUAGE: ESL/FL

GRADE LEVEL: Elementary+

FOCUS LLS: Prediction

LANGUAGE OBJECTIVE: Recall and retell a story

STRATEGY OBJECTIVE: Use the strategy *prediction* to focus on and recall the events in a story

STRATEGY RATIONALE: Anticipating what might happen next helps readers focus on the important events in a story to see if their predictions were correct. Revising predictions based on what actually happens in a story keeps readers engaged in thoughtful reading.

MATERIALS: Story script of "The Tailor" (page 226)

PROCEDURES

Preparation 1

1. Ask students what strategies they use to comprehend when they read, both in their native language and in the target language. Encourage students to share their strategies, and write those strategies on the board.

"When you listen to or read a story, what things do you do to help yourself understand the story?"

2. Present typical story scenarios to students, and ask them to predict what will happen. Wait for responses after each scenario, and write ideas on the board.

"We are going to listen to and retell a story, and while we retell the story, we are going to practice a strategy that you can use while you are reading folk tales on your own. Think for a minute . . . if you are reading a story about a young girl and a prince, what do you think will happen in the story? If you are reading a story about a boy who goes fishing and catches a small fish and eats it, then catches a bigger fish and eats it, and then catches an even bigger fish, what do you think the boy will do?"

Presentation

3. Discuss the strategy of *prediction*, which will be illustrated and practiced during the storytelling.

"What are you doing when you answer my questions? You predict based on what you know about the story or other stories like it. *Prediction* is an effective strategy you can use before and during reading to help you look for and remember information you are expecting. For example, you expected the young girl to marry the prince. So, when you read the story, you would be reading to see if she did. Predicting based on the patterns in the story helps you check to see if the story makes sense. It also makes the story more meaningful and easier to remember because you connect it to something you already know, like a similar story." (You may also want to demonstrate how to predict, if you feel it is necessary.)

Preparation 2

4. Activate students' *background knowledge* about tailors.

"We are going to tell a story about a man who makes clothing for other people. He is called a tailor. Do you sew, or do you know someone who sews? Is there a tailor in your neighborhood?"

Practice 1

5. Conduct the storytelling session, having students practice the strategy of *prediction*. Tell students that they will practice retelling the story when you are finished.

"We are going to listen to and retell a story called 'The Tailor.' Before and during the story, I am going to remind you to make predictions and check your predictions. I am also going to ask you to tell me why you made the predictions and what information in the story helped you make the predictions."

(During the story, give students time to predict where there are predictable actions or language. Encourage predictions by providing long pauses, using proper intonation, and acknowledging predictions.)

Practice 2

6. Have students retell the story in groups of three or four. Encourage students to focus on their predictions to help them remember the events in the story.

Evaluation

7. Help students evaluate their use of the strategy *prediction*. Lead students in a discussion about how they used the strategy during storytelling and how they could use the same strategy during reading.

"While listening to the story, did you make predictions? When did you make predictions? Why did you make predictions? Many of you naturally made predictions based on what you knew or what you heard. The story had a pattern, and you used the pattern to help you understand the story. What were some of the patterns? (For example, language: old and worn, cut and sew; actions: went back to his shop and came out with something smaller.) Did the strategy help you to understand and retell the story?"

Expansion

8. Have students apply *prediction* to a reading text and then report on their experiences.

"Do you ever predict when you read on your own? When you read a story tonight, predict what you think will happen. Use what has happened in the story, but also use your knowledge of other stories. Write down what you predicted and why so that we can discuss it tomorrow. Think about how this helped you to understand the story."

Contributed by Jennifer Delett

The Tailor

The tailor is a very poor man who is always busy making beautiful clothes for his customers. He never has time or money to make clothes for himself, although he really wants to. One evening, he goes to the back of his shop and he finds just enough material to make himself a beautiful coat. He wears the coat proudly all over town. One day, he realizes that the coat is getting old and worn. He is sad to part with the special gift he has given himself. So, he decides to make it into a fine jacket. So he cuts and sews and makes himself a beautiful little jacket. He wears his jacket proudly all over town. But, one day the tailor realizes that his jacket, too, is getting old and worn. Again, he feels sad to get rid of his special gift. Only the sleeves are frayed, so he decides to make it into a vest. So he cuts and sews and makes himself a beautiful vest. He wears the vest proudly all over town. Every time he wears it, it reminds him of his coat and his jacket. However, as time passes he realizes the vest, too, is getting old and worn. Once more, reluctant to part with the vest, the clever and creative tailor goes into his shop and cuts and sews. Soon he emerges with a hat made of the same material as the coat, the jacket, and the vest. Again, he wears the hat proudly all over town. In time, the hat too gets old and worn. Now the tailor is really sad, but being the resourceful person that he is, and being reluctant to part with his gift, once more he returns to his shop. When he finally emerges for the last time, he is holding something very small in his hand. It is a button, but it is not just a button. It is a whole lot more. Whenever he looks at the button, he sees the hat, the vest, the jacket, and the coat, and he thinks of all the wonderful memories of that special gift he gave himself so long ago.